

CHAPTER I

INTRODUCTION

Chapter I of this study presents such topics, namely: research background, research problems, research objectives, scope and limitation, research significances, and definition of key term. Each section is presented as follows:

1.1. Research Background

English language is one of the foreign languages to be taught at Muhammadiyah University of Malang as an international language. English is taught to the students from junior high school up to university. It is certain that the students still find some difficulties. They still get confused in mastering English language because it is different from learning the native language. However, we have to keep learning English language and mastered the English skills: writing, speaking, listening, and reading.

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill which they should master when they learn a language. The ability of speaking can measure the success of learning language. Nunan (2001) states that speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language

and success is measured based on the ability to perform a conversation in the language. The speaking skill involves more than certain rules of grammar. It is related to the ability that the speaker has to spontaneously convey and understand ideas, opinions and comments in different communicative contexts.

Richards and Renandya (2002) have stated that speaking is used for many different purposes and each purpose involves different skills. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, to ask and give services and others. Therefore, many learners feel frustrated as they find that speaking in a foreign language is a complex matter.

To solve the problem faced by the students in speaking, the use of an appropriate method is very important. According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure. A method is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method employs the memorization of various grammar rules and the translation of second language material to the student's native language. Methods are ways that must be taken in order to provide an understanding of students about the

lessons they learned. The method must be fulfilled by a teacher because the method is the initial foundation for achieving an educational goal and the principle of success of learning.

There have been some studies about the methods of teaching speaking. The first is a research by Fambudi (2013) who investigated teaching speaking method used by debate coach in teaching speaking in ILF (International Language Forum) debate class at the University of Muhammadiyah Malang. The result showed that there are three teaching methods used by the coach; grammar translation method, direct method and community language learning. All of the teaching methods were managed and applied well in the class. The second, is a research by Muffidah (2017) who studied teaching speaking method used by ESP lecturer at Syariah Economics Department in University of Muhammadiyah Malang. The result showed that there were two kinds of method which often implemented by ESP lecturer while teaching speaking at Economic Syariah Department in University of Muhammadiyah Malang. Those methods could be categorized as Direct Method and Communicative Language Teaching. The lecturer used those methods based on the condition in the class. She also believed that those methods were really effective to teach ESP speaking.

From the previous researchers, it can be concluded that teachers have to know some methods for teaching English skills, the weakness and the strength. Moreover, there has been no research about the method of speaking specifically whereas speaking skill has its own method that is

different from others skill. Moreover, a teacher also needs to know the advantages and disadvantages of the methods. Therefore, the methods of teaching speaking is very interesting to study.

The researcher's reason on having this research because it is important to know the methods used by lecturer to make the students communicate well in English. The researcher chooses English Language Education Department (ELED) at University of Muhammadiyah Malang because it is categorized the big University in Malang and the students are coming from various districts, not only in Java but all regions of Indonesia. Therefore, the researcher would like to conduct a research on the teaching method used by the lecturer in teaching speaking at fourth-semester students of English Language Education Department at University of Muhammadiyah Malang.

1.2 Research Problems

Related to the research background, the researcher formulates problems as follows:

1. What are the methods used by the lecturer in teaching speaking at fourth-semester students of ELED UMM?
2. How do the lecturer implement the methods in teaching speaking at fourth-semester students of ELED UMM?

1.3 Research Objectives

Based on the research problems above, the purposes of this study were stated follows:

1. To know kinds of method used in teaching speaking at fourth-semester students of ELED UMM.
2. To know how the lecturer implement the method in teaching speaking at fourth-semester students of ELED UMM.

1.4 Research Significances

The result of the research is expected to give contribution theoretically and practically as follows:

1. Theoretical significance

The result of the study is expected to give the knowledge on method of teaching speaking English to improve students speaking skills. Moreover, it will give more ideas in teaching speaking both in the classroom and out of the classroom in improving speaking.

2. Practical significance

Practically the result is expected to give feedback to English lecturer in UMM in using the method. Besides, the findings of this study will become the teacher's reflection in using the method in English Speaking Class. Hence, they can make a good problem solving to cover the weakness and also the contribution to increase the strengths of the method in teaching

Speaking English process. For the next researchers, this research can be used to encourage other researchers to conduct further research related to this research in a more detailed discussion or from different point of view.

1.5 Scope and Limitation

This case study was to observe one lecturer who taught speaking for formal setting and limited to the students at fourth-semester of Class H in academic year 2019 of English Language Education Department at University of Muhammadiyah Malang.

1.6 Definition of The Terms

1. Teaching method refers to a systematic and scientific way of teaching any subject. It guide lecturers “how to teach” and “how his teaching may be effective” (Jain,2008)
2. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998).
3. Teaching Speaking is to teach ESL learners to produce the English speech sounds and sound patterns use word and sentence stress, intonation patterns and the rhythm of the second language.